



# New English Curriculum

Parent Briefing  
2016-17



# Aims:

- To give you an insight into the new National Curriculum in English and changes to assessment
- To share with you how we teach English at our schools and how we assess your child
- To share what phonics is all about and what happens in the Year One Phonic Screening Test.



# An Overview to the New National Curriculum

- The new National Curriculum came into effect from September 1<sup>st</sup> 2014.
- There are changes for all subjects but these are particularly significant for English, mathematics, science and computing. Key Stage 2 children will also learn a language as part of the curriculum.
- As well as content changes, there are changes to the methods schools use to assess pupils.



# Assessment

- Levels are no longer part of assessment. All schools must move away from the use of levels and no pupils will receive a level following statutory assessment.
- Schools are being encouraged to work with a grading system of working towards, working at or working beyond age related expectations (similar to the grading that currently exist in Foundation Stage).
- Where children are on the scale will still be determined by a set of descriptors, these require a much broader set of skills and deeper knowledge than the previous curriculum.
- Children working beyond age related expectations will develop their understanding and skills in a greater depth, known as a mastery curriculum.



# Reading - Changes

- Greater emphasis on reading, learning and performing poetry.
- Reading *widely* for enjoyment.
- Discrete phonics, letters and sounds
- Developing sophisticated comprehension skills.



# Greater emphasis on reading, learning and performing poetry.

What we do in school...

- Poetry readers in assemblies
- Longer poetry units in class
- Adapted Guided Reading and 1:1 record sheets for staff to ensure children read poetry books over the year

What you can do at home...

- Read poetry together
- Learn Nursery Rhymes, riddles and poems by heart.



# Reading *widely* for enjoyment

What we do in school...

- Children take home 2 books, 1:1 book banded home reader and a non-fiction library book
- Run lunchtime book clubs for children at both sites
- Take part in national initiatives – Read for my School
- Access the mobile library and Wednesbury library
- Story teller chair at KS1, class novels at KS2

What you can do at home...

- Join the local library with your child
- Encourage your child to read books, magazines, comics and talk about what they like about what they are reading



# Discrete phonics, letters and sounds

- Starts in Nursery, continues into Year 2.
- Is taught in small groups daily.
- Is taught in 6 phases.
- Phase 1 – Nursery
- Phase 2, 3 & 4 – Reception
- Phase 5 – Year One
- Phase 6 – Year Two



# Discrete phonics, letters and sounds

What we do in school...

- Teach phonics every day in ability sets
- Reinforce phonic skills across the curriculum – application when reading and writing

What you can do at home...

- Practice - Break up the word, sound it out, blend the sounds together.



# Year One Phonics Screening

- Introduced in 2012
- Has 40 words for children to read, some real, some nonsense words
- Is set out in 2 sections
  - Section 1 covers all phonics taught in Reception.
  - Section 2 covers alternative vowel sounds taught in Year One.
- Is completed 1:1 with the teacher.
- Pass mark since 2012 has been 32/40 words decoded correctly.

# What does it look like?

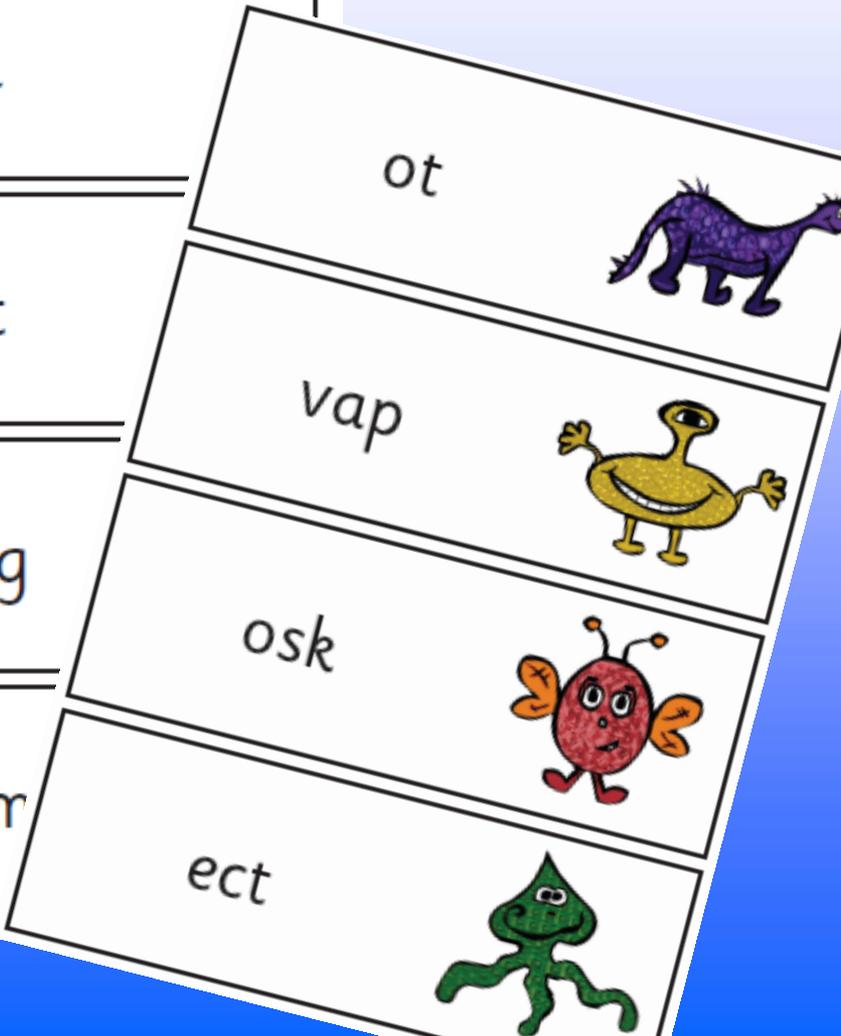
Screening check: Answer sheet

First name: \_\_\_\_\_  
Last name: \_\_\_\_\_

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Word	Section 1		Comment	Word	Section 2		Comment
	Correct	Incorrect			Correct	Incorrect	
fox				you			
bim				found			
vap				large			
ulf				fape			
gack				snamp			
chom				blurst			
tord				apron			
thazz				stroft			
blan				clay			
stack				slide			
hild				nemt			
quemp				phone			
ahin				blank			
gang				trains			
week				strap			
chill				scribe			
grit				nusty			
start				finger			
best				dentist			
hooks				starline			

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# Developing sophisticated comprehension skills.

What we do at school...

- In Nursery – develop language comprehension, starting with books with no words – Learn how to use a book, which way round it goes, how to turn pages, story language by talking about the pictures.
- Y1 – 6 Comprehension cards in Guided Reading
- Y1 – 6 ‘Show What You Know’ session in Literacy lessons, focusing on comprehension
- Using real texts as a starting point for our literacy lessons

What you can do at home...

- Talk – develop language comprehension
- Ask questions – 5 W’s



# Book Bands: Age Related Expectation

**BLACK – NURSERY**

**PINK – RECEPTION**

**(End of Autumn Term)**

**RED – RECEPTION**

**(End of Spring Term)**

**YELLOW – RECEPTION**

**(End of Summer Term)**



# Book Bands: Age Related Expectation

**BLUE – YEAR ONE**  
**(End of Autumn Term)**

**GREEN – YEAR ONE**  
**(End of Spring Term)**

**ORANGE – YEAR ONE**  
**(End of Summer Term)**



Book Bands:  
Age Related Expectation

**TURQUOISE – YEAR TWO**  
**(End of Autumn Term)**

**PURPLE – YEAR TWO**  
**(End of Spring Term)**

**GOLD – YEAR TWO**  
**(End of Summer Term)**



# Book Bands: Age Related Expectation

**WHITE – YEAR THREE  
(End of Autumn Term)**

**LIME – YEAR THREE  
(End of Spring Term)**

**GARNET – YEAR THREE  
(End of Summer Term)**



# Book Bands: Age Related Expectation

**SILVER – YEAR FOUR**  
**(End of Summer Term)**

**SAPPHIRE – YEAR FIVE**  
**(End of Summer Term)**

**RUBY – YEAR SIX**  
**(End of Spring Term)**

**FREE READER – YEAR SIX**  
**(End of Summer Term)**



# Writing - Changes

- Handwriting – legible, joined and fluid.
- Higher expectations that children understand grammatical rules and use them correctly.
- Learn the vocabulary associated with the grammar being taught.
- Learn spelling patterns; prefixes and suffixes; unusual and irregular patterns and spellings; high frequency words.
- Higher expectations of writing across the board.



# Handwriting – legible, joined and fluid.

What we do at school...

- Teachers will model and teach correct letter formation as part of their phonics teaching.
- Handwriting sessions linked to spelling patterns
- Cursive Script involves every letter starting from the line and removes confusion for children.

What you can do at home...

- Learn the mantras for each letter formation together
- Use the letter formation sheets to trace over and practice – available to download from Frog.



# Higher expectations that children understand grammatical rules and use them correctly.

What we do at school...

- Teach grammar daily as part of our Literacy session
- Mark correct/incorrect use of grammar in writing
- Correct misuse of spoken grammar

What you can do at home...

- Point out correct use of grammar when children are reading.
- Frog Play has lots of games for children to practice the grammar rules they are learning in class.



# Learn spelling patterns; prefixes and suffixes; unusual and irregular patterns and spellings; high frequency words.

What we do at school...

- Y1 – 6 have a daily spelling lesson, teach spelling rule
- Weekly spelling quiz – Word Power 10
- Highlight incorrectly spelt words pink in children's writing for them to learn and correct.

What you can do at home...

- Ensure children learn their weekly spellings
- Encourage your child to write sentences including their spelling words.



# Higher expectations of writing across the board.

What we do at school...

- Assess writing across every subject
- Give additional opportunities for writing – school newspaper, topic evaluations, book reviews etc.
- Give opportunities to plan, draft, edit and improve their writing to produce a final high quality piece.

What you can do at home...

- Encourage your child to write stories, poems, instructions, shopping lists, book reviews, film reviews etc. Check their own writing for errors and then correct them.